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ABSTRACT

The leadership reinforcement learning package is designed as a module containing objectives, pretest, learning environments, and posttest. Objectives of this module are to enable readers to analyze existing leadership competencies, organize these leadership possibilities systematically, and plan worthwhile projects while recruiting responsible volunteer coworkers. The pretest of this module enables each reader to draw up an individual leadership profile. A section on learning environments provides a number of explanations and activities leading to the prespecified objectives of the positive reinforcement leadership approach. Use of the concluding posttest provides the learning package user an operational leadership measurement. (Author/EA)

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TITLE

LEADERSHIP BY REINFORCEMENT

A STYLE OF LEADERSHIP

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DATE

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This learning package is in the form of a MODULE containing :

OBJECTIVES,
PRETEST,
LEARNING ENVIRONMENTS, and
POSTTEST.

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CONTENTS

Page

INTRODUCTION----------i

HOW TO USE THIS MODULE----------iii

OBJECTIVES----------1

PRETEST ON LEADERSHIP BY REINFORCEMENT----------2

DIRECTIONS----------2
ANSWER KEY----------4

LEARNING ENVIRONMENTS----------5

THE REINFORCEMENT MODEL OF LEADERSHIP----------5
OPERATIONALIZING REINFORCEMENT----------5
THE LEADER'S OBJECTIVE----------6

CHART OF INCENTIVES----------8

AN OVERVIEW OF LEADERSHIP BY REINFORCEMENT----------9

THE MATRIX "TO THE TOP"----------10
THE HUMANE LEADER----------11
A TIME TO LOOK....A WAY TO LOOK----------12

SUGGESTED BIBLIOGRAPHY ON LEADERSHIP BY REINFORCEMENT----------13

POSTTEST ON LEADERSHIP BY REINFORCEMENT----------14

ANSWER KEY - POSTTEST ON LEADERSHIP BY REINFORCEMENT----------15

CONCLUSION----------16

INTRODUCTION

This document is in the format of a MODULE. As all modules, it contains four essential elements :

A list of OBJECTIVES

Self-Assessment PRETESTS

Alternative LEARNING ENVIRONMENTS

Mastery POSTTESTS

The OBJECTIVES give an idea of what to expect in the module. Objectives are unambiguous statements of intentions and expectations. Objectives as such can include knowledge objectives (KO), performance objectives (PO), attitude objectives (AO), basic research, proven strategies, valuable attitudes, significant opinions, basic skills, and relevancy analyses.

The PRETESTS allow readers to preassess module information, skills, and attitudes already possessed. The results of the pretest indicate where to begin the module and where to go for help appropriate to the reader's level of previous accomplishments. Pretests can be oral, written, performance, manual, or interaction-based.

The LEARNING ENVIRONMENTS can range from instructor-based to learner-center activities, demonstrations, methods, media, or strategies. The selection of the proper learning environment is based upon previous success, instructional experiences available, training background, expertise in the module objectives, favorite style or mode of learning, and reasonable time limit expectations.

The POSTTEST is an attempt to measure the learner's growth. The posttest measures how well the original module objectives have been met. Sometimes, the posttest may repeat items from the pretest. However, in the case of the posttest, the objective is measurement of mastery. Diagnosis is the objective of the pretest. Documentation of competency is the corresponding objective of the posttest.

Posttests can take many forms : teacher-constructed evaluation, performance-based task completion, learner self-assessment, contractual agreements, standardized instruments, rating scales, subjective impressions, minimum essentials performance, anecdotal records, or any combination appropriate to a given learner at a given time in the learning process.

This module contains all four ingredients listed above : objectives, pretest, learning environments, and posttest. The next page explains how to use this module.

HOW TO USE THIS MODULE

The following steps can simplify the utilization of this module and maximize the effectiveness to the reader.

STEP ONE - Examine carefully the objectives

If the objectives are already mastered, verify this claimed accomplishment by TAKING THE PRETEST.

If the objectives are of such a nature as to be as yet unattained, begin by WORKING THROUGH THE LEARNING ENVIRONMENTS.

STEP TWO - Take the pretest

If the pretest is successfully passed according to the suggested answer key, proceed to verification of mastery by TAKING THE POSTTEST.

If the pretest is not successfully passed, proceed to an appropriate learning activity by WORKING THROUGH THE LEARNING ENVIRONMENTS.

STEP THREE - Work through the learning environments

Look over the alternatives available.

Begin with a learning environment that seems to promise interest and success.

If it is felt that some of the objectives can be met at this time, diagnose this situation by TAKING THE PRETEST.

If it is felt that most of the objectives are now mastered, verify this impression by TAKING THE POSTTEST.

STEP FOUR - Take the posttest

If the posttest is successfully passed, go on to an appropriate next step, for example, another module or an alternate learning procedure.

If the posttest is not successfully passed, analyze the missing competencies by REEXAMINING THE OBJECTIVES, or by RETAKING THE PRETEST, or by AGAIN WORKING THROUGH THE LEARNING ENVIRONMENTS provided in the module.

The above four steps can simplify the process of getting used to learning with modules as vehicles of self-instruction, self-assessment, and self-determination of goals.

In order to keep track of the needed module ingredient, it is suggested that the reader refer to the TABLE OF CONTENTS in order to find the beginning or first page for each of the following :

OBJECTIVES

PRETEST

LEARNING ENVIRONMENTS

POSTTEST

These four components can well become a method of learning on one's own in a variety of alternatives.

OBJECTIVES

As a result of using this module on LEADERSHIP BY REINFORCEMENT, readers, participants, and leaders will be able to achieve the following objectives :

READERS will be able to
ANALYZE existing leadership competencies

PARTICIPANTS will be able to
ORGANIZE these competencies into an acceptable
MODEL and
ORGANIZATIONAL SYSTEM

LEADERS will be able to
PLAN worthwhile project and
RECRUIT the necessary number of volunteer coworkers

In addition, the general public will be able to notice how OBJECTIVES form the backbone of a module in such a way as to link PRETEST, LEARNING ENVIRONMENTS, and POSTTEST into a coherent MODULE.

PRETEST ON LEADERSHIP BY REINFORCEMENT

DIRECTIONS: Circle true or false in front of the question number in order to indicate the choice selected.

TRUE FALSE 1. Reinforcement refers to punishing evil doers or unproductive workers.

TRUE FALSE 2. Leadership by reinforcement is exactly the same thing as administration by punishment.

TRUE FALSE 3. Every administrator using LEADERSHIP BY REINFORCEMENT should have exactly the same list of objectives and priorities for local implementation.

TRUE FALSE 4. Writing out a local chart of incentives is a very good way to organize local leadership by reinforcement.

TRUE FALSE 5. Writing out a chart of incentives makes the leader realize that the same rewards do not appeal to the same people in precisely the same way.

TRUE FALSE 6. Having a list of desired priorities objectives enable the leader to recognize desirable behavior even when it occurs in individual staff or professors who are not habitually on the side of the leader.

TRUE FALSE 7. Relying only upon money or other economical incentives can become a self-defeating practice.

TRUE FALSE 8. Eventually, the effective leader by reinforcement must mobilize systems of psychic rewards that are self-sustaining and require less economic expenditure.

TRUE FALSE 9. The effectiveness of a specific reinforcement for a specific individual is determined by looking at the amount of desired behavior produced as a result of this reward.

TRUE FALSE 10. Everytime an individual, whether student or professor or staff, is rewarded for a specific desired behavior, the individual must be clearly told that the reward is given for the specific behavior desired.

DIRECTIONS: Try to carry out the following directions as clearly and concisely as possible.

11. On a piece of paper, draw up the local objectives desired.

12. After the objectives have been written out, place a number 1 in front of the first priority objectives, a number 2 in front of the second priority objective, and so forth.

13. Draw up a list of the individuals to be reinforced or rewarded.

14. Draw up a list of the typical rewards locally available.

15. Draw up a list of the typical measures of effectiveness that will convince the leader that the desired change has taken place.

16. After this has been done, try to arrange the answers to 12, 13, 14, and 15 in a form that resembles a CHART OF INCENTIVES as found on page 8.

ANSWER KEY

PRETEST ON LEADERSHIP BY REINFORCEMENT

1. False
2. False
3. False
4. True
5. True
6. True
7. True
8. True
9. True
10. True

11. See instructor
12. See instructor
13. See instructor
14. See instructor
15. See instructor
16. See instructor

NOTE

In the case where the instructor is not physically present, participants in this leadership seminar on leadership by reinforcement, may send their responses to:

Howard P. Alvir

NOTE : Three types of objectives can be distinguished :

KO - Knowledge Objectives
PO - Performance Objectives
AO - Attitude Objectives

Similarly, three types of evaluation can be distinguished :

KE - Knowledge Evaluation
PE - Performance Evaluation
AE - Attitude Evaluation

Furthermore, three types of resources can be distinguished :

KR - Knowledge Resources
PR - Performance Resources
AR - Attitude Resources

All three types are needed for a balanced program of leadership.

LEARNING ENVIRONMENTS

THE REINFORCEMENT MODEL OF LEADERSHIP

In theory, the reinforcement model of leadership is quite simple. This model tells the educator to ignore negative results and negative individuals. The reinforcement model tells the administrator or leader to zero in on recognizing and rewarding desired changes.

This method of leadership by waiting for a desired change to occur and then shaping it to increase its frequency and quality is something that requires very little theoretical background to understand.

The difficulty here is in coming up with specific examples of how to apply it in a wide variety of environments.

OPERATIONALIZING REINFORCEMENT

As far as simplicity is concerned, the following steps give a general overview of what the leader can do to operationalize reinforcement.

STEP 1: Develop a list of objectives.

STEP 2: Rank each objective.

STEP 3: List the populations under the actual or potential influence of the leader.

STEP 4: List the rewards or reinforcements to be utilized by the leader.

STEP 5: Specify typical measures of effectiveness to be achieved before reinforcement is given to a specific population.

The following pages, which include sections entitled, THE LEADER'S OBJECTIVES, THE NEXT STEPS, and CHART OF INCENTIVES, are intended to give specific operational examples of the process described as the reinforcement model of leadership.

THE LEADER'S OBJECTIVE

It is necessary for the leader to decide exactly what is desired. Operationally, this means that the leader must come up with a list of specific objectives. An example is given below:

> Increase the rate of innovation in classrooms, schools, and systems.
>
> Increase the rate of technology transfer and technique transfer from more technically advanced operations to education.
>
> Increase the management performance of school system officials.
>
> Increase the instructional performance of teachers and curriculum developers.
>
> Increase the learning performance of students.
>
> Decrease the cost of one or more of the above.
>
> Increase the cost-effectiveness or efficiency of one or more of the above.

This list can be made much longer by each innovative educator. The important things is not a long list, but an individual list that corresponds to a specific school and a specific educational leader.

After this list has been compiled it is the task of the educational leader to specify priorities.

THE NEXT STEPS

After priorities have been specified, it is the task of the leader to come up with target population, typical rewards available, and typical measures of effectiveness.

The leader should do this for a short term current basis, and for a long term future planning.

The following page entitled, CHART OF INCENTIVES is not original, it has been found in many forms and in many different places.

The first column identified by the word FOR indicates the population. The second column identified by FORM indicates the reinforcement to be given. The third column identified by TYPICAL MEASURES OF EFFECTIVENESS indicates the criterion value to be measured and achieved before the reward is given to a specific population.

Each school will have a different type of reward system. As a matter of fact, schools vary so much that certain of these rewards or incentives listed do not make sense outside of a district wherein these rewards are utilized.

Looking at this list should serve as a stimulus for a general brainstorming in the area of developing LEADERSHIP BY REINFORCEMENT.

THE IMPORTANT POINT IS TO
have a list of prespecified objectives
which can be recognized
and rewarded
whenever recognized as occurring
in any team member
regardless of previous impressions or conduct.

After a reward system is set up, the IMPORTANT POINT is to shift from external to internal rewards.

CHART OF INCENTIVES

FOR	FORM	TYPICAL MEASURES OF EFFECTIVENESS
LEARNERS	better report cards	CHANGE IN :
	financial rewards	
	free time	test scores
	feelings of success	attendance patterns
	surprise presents	discipline profile
	promise of good job	dropout percentage
	recreation facilities	graduate percentage
	privileges	observable attitudes
	popular amusements	spontaneous cooperation
TEACHERS	salary scale	CHANGE IN :
	social status	
	professional rank	cooperation with policies
	job security	documented learner success
	tenure	voluntary improvements
	power promotions	obvious teaching skills
	discretionary budget	observable attitudes
	freedom to innovate	positive influence
	sabbaticals	new competencies
	educational technology	productivity measures
	education stipends	proof of creativity
	flexible hours	concrete success

AN OVERVIEW OF

LEADERSHIP BY REINFORCEMENT

The following three pages are entitled

THE MATRIX "TO THE TOP"

THE HUMANE LEADER

A TIME TO LOOK.... A WAY TO LOOK

THE MATRIX "TO THE TOP" is intended for the aspiring leader who wants to grow into a role of leadership rather than suddenly find too much power thrust upon oneself. This requires analysis, organization, and adaptation similar to that spelled out in this matrix.

THE HUMANE LEADER tells what typical effective leaders do to humanize organizations. Each reader will be able to select appropriate activities from this grouping.

A TIME TO LOOK.... A WAY TO LOOK offers a simple down-to-earth approach to gathering group opinions in a simplified and systematic format. The ideas herein suggested can be applied by administrators in a variety of settings.

The Matrix "to the Top"

Look into things • honestly • interestingly Keep abreast of what's going on	Provide quality low-cost services	Have more say in the use of valuable assets: • reputation • future
Check at least two separate and trusted sources: • accuracy (not managed) • fairness (not misleading Square statements with the facts available	Cover costs and expenses Say a lot in 5 minutes or less Break "bottlenecks" without breaking the "bottle"	Be nationally known by face and name Gain trust by fulfilling promises Solve disputes calmly
Edit biased questions before answering Know all sides of a controversy	Do more than "play up" to a national audience Relieve the paperwork deluge Cultivate the: • influential • helpful	Perceive objectivity as more than agreement with one point of view Give personal attention where and when needed

THE HUMANE LEADER

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KO Intellectualize as a by product of experience Pattern formal experiences	**PO** Realize inner potentials through external acts Repeat enjoyable routines (technical and sensuous)	**AO** Affirm with joy each stage of human life Celebrate the human condition (intellect, physique, emotion) as an expression of life
KE Problem solve from "inert fact" to "know how" Use discipline(s) to inquire and grow	**PE** Activate sensory input and harmony Develop taste, discrimination, and sensitivity	**AE** Minimal: Be kind Active: Experience values and affects Humane: Respond with astonishment and reverence before ultimate meanings
KR Homo cogitans Feel confused, perplexed, and bothered Test out: reason, propaganda, prejudice, attack, negotiation, concessions, threats, plots, theory, actions, and honesty	**PR** Homo faber Look at self ·in the mirror ·in working with others ·in touchable products	**AR** Homo ludens Beginner: Smile, win friends, contage with courtesy Growing: Encounter, socialize, emote, assert, share Human: Describe Technologize Take in sense data Savor and incorporate the experience

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A Time to Look .....

A Way to Look

KO Examine and analyze local problems	**PO** Implement and carry out all steps deemed feasible and suitable under existing guidelines	**AO** Cope with existing problems Solve existing problems
KE Establish significance in: a. Curriculum b. Administration c. Instruction-learning d. Supervision e. Staff development f. School-community relations g. Educational materials h. Related areas Assess in an organized fashion	**PE** Benefit the entire school staff and community Resolve discrepancies between expectancy and actuality	**AE** Grow in knowledge, skills, and attitudes Pinpoint causes of discrepancy
KR Investigate, Propose, and Contact: a. available resources b. consultants c. techniques d. materials	**PR** Examine examples of what others have done with a view to imitate DOable successes Visualize graphically an overview of all key persons Fill in the SOBEL Matrix and the ALVIR Matrix	**AR** Form teams with a wide range of key persons Probe initial discrepancies

SUGGESTED BIBLIOGRAPHY ON

LEADERSHIP BY REINFORCEMENT

The following documents contain further amplifications of the practices outlined in this publication.

EVALUATING COOPERATIVE EDUCATION PROGRAMS
(29 pp)

PLANNING AND IN-SERVICE EDUCATION
(60 pp)
(including a series of transparencies)

HOW TO INDIVIDUALIZE CLASSROOM INSTRUCTION
(56 pp)

CHECKLISTS ON HOW TO TAKE A GOAL APART AND
HOW TO PUT IT BACK TOGETHER AGAIN
IN AN INSTRUCTIONAL SYSTEM
(57 pp)

COMPUTERIZED INFORMATION SYSTEM FOR
NURSING EDUCATORS
(16 pp)
(illustrated specifications)

HOW TO KEEP EDUCATIONAL RESEARCH
FROM GATHERING DUST
ON A LIBRARY SHELF
(25 pp)

NINE STEPS TO HANDS-ON
PERFORMANCE EVALUATION
(18 pp)
(GRAPHIC ANALYSES)

NINE PERFORMANCE PROCEDURE COMPETENCIES
WITH WHICH TO ANALYZE, ORGANIZE, AND
DEVELOP HANDS-ON PERFORMANCE EVALUATION
(12 pp)
(simplified version of above title)

WORKBOOK ON
HOW TO USE PROCEDURES
DESIGNED FOR
NINE STEPS TO PERFORMANCE MEASURES
(16 pp)
(sample answers to above two titles)

POSTTEST ON LEADERSHIP BY REINFORCEMENT

DIRECTIONS: Circle true or false in front on question number in order to indicate the choice selected.

TRUE FALSE 1. In general, reinforcement means a reward.

TRUE FALSE 2. The reinforcement model of leadership means attaching rewards to the accomplishment of high priority objectives.

TRUE FALSE 3. The reinforcement model of leadership tells the leader to forget about his opponents and to reinforce all people who aid the cause of high priority objectives.

TRUE FALSE 4. The reinforcement model of leadership tells the leader to reinforce personal friends.

TRUE FALSE 5. The reinforcement model of leadership tells the leader to reward even significant opponents when the behavior and activities of opponents aid in the implementation of high priority objectives.

TRUE FALSE 6. The leader using the reinforcement model of leadership must have enough patience to wait for a desired change to occur spontaneously on the part of significant individuals.

TRUE FALSE 7. Once the desired change occurs, it is the role of the leader to reward this desired improvement.

TRUE FALSE 8. The reward of the desired improvement should be made without publicity, without fanfare, and without specific designation.

TRUE FALSE 9. Any leader who has only a short list of priorities is probably going to diffuse much energy rather than concentrate available power.

TRUE FALSE 10. A CHART OF INCENTIVES is a crutch to be used only by weak leaders in moments of crisis or during exceptional emergencies.

ANSWER KEY

POSTTEST ON LEADERSHIP BY REINFORCEMENT

1. True
2. True
3. True
4. False
5. True
6. True
7. True
8. False
9. False
10. False

SELF-ASSESSMENT

True/False type questions have only so much power. Success on the above ten questions indicates likely familiarity with the basic information about LEADERSHIP BY REINFORCEMENT on the part of a reader.

To go one level higher, try to develop a leadership objective.

SELF-ASSESS this objective :

Is it UP-TO-DATE?

Is it BRIEF?

Is it IMPORTANT?

Is it SIMPLE?

Is it PERSONALIZED?

Success on this self-assessment evaluation will pay off in increased flexibility and imagination.

CONCLUSIONS

After completing this module, the participant is ready for the next step.

There are many possible alternatives. A practical suggestion is to look into available literature that gives the antecedents and followup to the approach to LEADERSHIP BY REINFORCEMENT herein delineated and described.

Another practical suggestion is to record one's own experiences as a leader. This might take the format of a CHART OF INCENTIVES. To this chart, another column, that of results, might be added. This kind of recordkeeping will enable the leader to measure productivity in terms of local results.

It would be simplistic to measure leadership only by productivity. However, productivity is one way for a leader to keep score. Keeping score is a good way to improve previous performance results. In this area of self-improvement and staff-improvement, the leader needs to be a self-starter and a self-reinforcer.